NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: HOPE COMMUNITY CHARTER SCHOOL	School: Hope Community Charter School
Chief School Administrator: ROBIN RUIZ	Address: 836 South 4th Street, Camden, NJ 08103
Chief School Administrator's E-mail: ruiz@hopecommunitycharter.org	Grade Levels: Kindergarten – Third Grade
Title I Contact: Robin Ruiz	Principal: Robin Ruiz
Title I Contact E-mail: ruiz@hopecommunitycharter.org	Principal's E-mail: ruiz@hopecommunitycharter.org
Title I Contact Phone Number: 856 379-3448	Principal's Phone Number: 856 379-3448

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems.   I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Robin Ruiz		June 29, 2015
Principal's Name (Print)	**Principal's Signature**	**Date**

Critical Overview Elements

- The School held five of stakeholder engagement meetings.

- State/local funds to support the school were $ 2,248,636.00, which comprised 91% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 2,807,446.00, which will comprise 91% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Reading Teacher	Performance Goal #1	Small Group Instruction	100-100	$57,409
4 Teaching Fellows	Performance Goal #1	Small Group Instruction	100-100	$129,432
Intervention Specialist	Performance Goal #1	Individual Instruction/Assessment	100-100	$44,211
Instructional Supplies	Performance Goal #1	Technology	100-600	$12,100

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Robin Ruiz	Administration	Yes	Yes	Yes	
Mary Beth Donohue	Intervention Specialist	Yes	Yes	Yes	
Steve Gilmartin	SBA	Yes	Yes	Yes	
Joelle Quick	Teacher	Yes	Yes	Yes	
Michaela Abraham	Teacher	Yes	Yes	Yes	
Paige Martin	Teacher	Yes	Yes	Yes	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
February 12, 2015	Computer Room	Comprehensive Needs Assessment	Yes		Yes	
February 13, 2015	Computer Room	Schoolwide Plan Development	Yes		Yes	
June 25, 2015	Computer Room	Program Evaluation	Yes		Yes	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:
- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Hope Community Charter School's mission is to provide a safe, caring, literacy rich learning environment that guides and inspires students in building a solid academic foundation. Literacy will be the path to a solid academic foundation by developing, in each student, a highly literate and effective communicator who is a self-reflective, responsible decision-maker.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes

2. What were the strengths of the implementation process? Student's reading levels increased

3. What implementation challenges and barriers did the school encounter? Absent staff

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Planning is a strength, and staff absences cause gaps in programing.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Yes

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Yes, debriefing and planning for next year.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Parents were pleased with the reading progress their students made

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? group sessions

9. How did the school structure the interventions? based in individual needs assessments

10. How frequently did students receive instructional interventions? 3 times a week

11. What technologies did the school use to support the program? Lexia

12. Did the technology contribute to the success of the program and, if so, how? Lexia has helped improved reading scores.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	n/a	n/a		
Grade 5	n/a	n/a		
Grade 6	n/a	n/a		
Grade 7	n/a	n/a		
Grade 8	n/a	n/a		
Grade 11	n/a	n/a		
Grade 12	n/a	n/a		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	n/a	n/a		
Grade 5	n/a	n/a		
Grade 6	n/a	n/a		

Grade 7	n/a	n/a		
Grade 8	n/a	n/a		
Grade 11	n/a	n/a		
Grade 12	n/a	n/a		

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a		
Kindergarten	n/a	50%	Small group instruction	Students grade reading level increased
Grade 1	n/a	73%	Small group instruction	Students grade reading level increased
Grade 2	n/a	76%	Small group instruction	Students grade reading level increased
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	n/a	n/a		
Kindergarten	n/a	43%	2nd person in the classroom for support	Math scores increased
Grade 1	n/a	57%	2nd person in the classroom for support	Math scores increased
Grade 2	n/a	63%	2nd person in the classroom for support	Math scores increased
Grade 9				

Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Double Dose Fundations	Yes	Increase in reading scores	98% of students increased reading level (DRA)
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Small Group instruction	Yes	Increase in reading scores	98% of students increased reading levels (DRA)
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Robin Ruiz   June 29, 2015
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA, MAP	52% of students are reading on grade level according to DRA 64% of students reached their growth goal according to MAP
Academic Achievement - Writing		
Academic Achievement - Mathematics	MAP	74% of students reached their growth goals according to MAP
Family and Community Engagement	Sign In Sheets	On average 38% of our families attend monthly family events.
Professional Development		
Leadership		
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities		
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? Teacher met and reviewed data and developed a list of individual student needs

2. What process did the school use to collect and compile data for student subgroups? DRA & MAP

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?   Researched based testing models used

4. What did the data analysis reveal regarding classroom instruction? Significant growth was seen in several classes and identified areas of weaknesses in other classrooms.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Phonics was an area of strength and teacher attribute that to the Fundations program and training.

6. How does the school identify educationally at-risk students in a timely manner? Team data meetings twice a month to evaluate student progress.

7. How does the school provide effective interventions to educationally at-risk students? Small group instruction groups are always adjusted based on students needs.

8. How does the school address the needs of migrant students? Currently we have no migrant students.

9. How does the school address the needs of homeless students? Currently we have no identified homeless students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teacher have direct input into the assessment schedule and assessment tools used.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? n/a

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Teacher met and reviewed the data from MAP and DRA. Based on the data they determined weaknesses and specific skills that need improvement.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Forty eight percent of students are reading below grade level.	Thirty six percent of students did not meet their growth goal in LAL.
Describe the priority problem using at least two data sources	52% of students are reading at grade level. 54% of students are preforming in grade level in Lexia.	Teacher assessment and MAP indicate students did not reach their growth goal determined by MAP and teacher set goals.
Describe the root causes of the problem	Limited exposure to early reading experiences/interventions.	Limited exposure to early reading experiences/interventions.
Subgroups or populations addressed	All students in Hope	All students in Hope
Related content area missed (i.e., ELA, Mathematics)	ELA	ELA
Name of scientifically research based intervention to address priority problems	Small group instruction	Small group instruction
How does the intervention align with the Common Core State Standards?	Yes	Yes

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Twenty six percent of students did not meet their growth goal in mathematics.	
Describe the priority problem using at least two data sources	Teacher assessment and MAP indicate students did not reach their growth goal determined by MAP and teacher set goals.	
Describe the root causes of the problem	Limited exposure to early mathematics experiences/interventions.	
Subgroups or populations addressed	All students in Hope	
Related content area missed (i.e., ELA, Mathematics)	ELA	
Name of scientifically research based intervention to address priority problems	Small group instruction	
How does the intervention align with the Common Core State Standards?	Yes	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;				
ELA	Students with Disabilities	Lexia	Robin Ruiz	Increase from 54% of students on target to 60% of students on target.	*Lexia Reading* was found to have potentially positive effects on alphabetics, no discernible effects on fluency, potentially positive effects on comprehension, and no discernible effects on general reading achievement.
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
ELA	Lexia	Robin Ruiz	Increase from 54% of students on target to 60% of students on target.	*Lexia Reading* was found to have potentially positive effects on alphabetics, no discernible effects on fluency, potentially positive effects on comprehension, and no discernible effects on general reading achievement.	
Math					

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic

achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Evaluation is done quarterly (each marking period) by the Executive Director, Intervention Specialist and teachers. The Executive Director is in charge on the schoolwide program.

2. What barriers or challenges does the school anticipate during the implementation process? The range in reading levels varies greatly, and scheduling will be a challenge, but one we can overcome.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The program was developed with input from the stakeholders, and they are in favor of the program. We will continue to share results and ask for input during the program.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Meeting will be held twice a month.

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Parent conferences and ongoing contact with parent.

6. How will the school structure interventions? small group instruction

7. How frequently will students receive instructional interventions? Students will receive interventions 2 to 3 times per week.

8. What resources/technologies will the school use to support the schoolwide program? Lexia

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Lexia, MAP and DRA

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Through newsletters, parent conferences, and board meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Family Literacy Nights	Executive Director	40% or more families attend monthly events	
Math					

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? During monthly Family Literacy Nights, teachers will work with parents and students on reading strategies and ways in which parents can help their children with reading.

2. How will the school engage parents in the development of the written parent involvement policy? There is a Board of Trustee seat reserved for parents.

3. How will the school distribute its written parent involvement policy? Newsletter

4. How will the school engage parents in the development of the school-parent compact? Ask all parents to participate via an invitation.

5. How will the school ensure that parents receive and review the school-parent compact? We will notify parents through our all call system that the school-parent compact is being sent home.

6. How will the school report its student achievement data to families and the community? In person at monthly Family Literacy Nights and parent conferences and via newsletters.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Letter home to parents

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

8. How will the school inform families and the community of the school's disaggregated assessment results? We will notify parents during our Literacy Nights as well and send home in written form.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Ask all parents to participate via an invitation.

10. How will the school inform families about the academic achievement of their child/children? report cards, parent conferences and phone calls if necessary

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? n/a

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	19	Retention bonus, good school climate and culture
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	4	Retention bonus, good school climate and culture
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tracy attends job fairs, posts ads on NJ Hire and works with local universities/colleges.	**Tracy Foedisch, Hiring Manager**